

Inman Elementary

25 Oakland Ave.
Inman, SC 29349

Grades	K-6 Elementary School	
Enrollment	730 Students	
Principal	Beth Young	864-472-8403
Superintendent	Dr. Jimmy Littlefield	864-472-2846
Board Chair	C. Hugh Burnett	864-472-2846

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	43	34	3	0

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Average	Unsatisfactory	No
2005	Average	Good	No

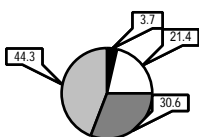
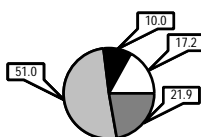
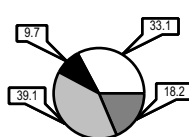
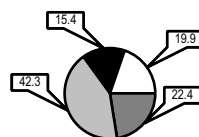
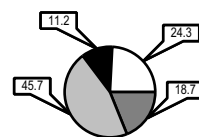
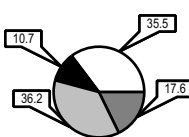
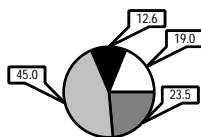
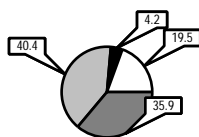
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	428	100.0	21.4	44.3	30.6	3.7	47.3	Yes	Yes
Gender									
Male	211	100.0	27.6	47.4	21.9	3.1	37.8		
Female	217	100.0	15.5	41.3	38.8	4.4	56.3		
Racial/Ethnic Group									
White	307	100.0	15.7	43.7	36.4	4.2	53.8	Yes	Yes
African American	103	100.0	35.4	47.5	15.2	2.0	29.3	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	340	100.0	12.0	45.1	38.2	4.7	57.7		
Disabled	88	100.0	56.5	41.2	2.4	0.0	8.2	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	428	100.0	21.4	44.3	30.6	3.7	47.3		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	422	100.0	20.7	44.6	31.0	3.8	47.9		
Socio-Economic Status									
Subsidized meals	233	100.0	28.3	48.6	19.8	3.3	37.3	Yes	Yes
Full-pay meals	195	100.0	13.7	39.5	42.6	4.2	58.4		

Mathematics – State Performance Objective = 36.7%									
All Students	428	100.0	17.2	51.0	21.9	10.0	51.2	Yes	Yes
Gender									
Male	211	100.0	18.4	51.0	20.9	9.7	48.5		
Female	217	100.0	16.0	51.0	22.8	10.2	53.9		
Racial/Ethnic Group									
White	307	100.0	11.5	51.0	24.8	12.6	57.7	Yes	Yes
African American	103	100.0	30.3	52.5	13.1	4.0	35.4	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	340	100.0	9.8	52.4	26.2	11.7	59.3		
Disabled	88	100.0	44.7	45.9	5.9	3.5	21.2	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	428	100.0	17.2	51.0	21.9	10.0	51.2		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	422	100.0	16.6	51.1	22.2	10.1	51.9		
Socio-Economic Status									
Subsidized meals	233	100.0	25.5	50.5	17.0	7.1	41.5	Yes	Yes
Full-pay meals	195	100.0	7.9	51.6	27.4	13.2	62.1		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	428	100.0	33.1	39.1	18.2	9.7	27.9
Gender							
Male	211	100.0	37.2	37.2	15.8	9.7	25.5
Female	217	100.0	29.1	40.8	20.4	9.7	30.1
Racial/Ethnic Group							
White	307	100.0	24.8	42.3	19.9	12.9	32.9
African American	103	100.0	54.5	28.3	15.2	2.0	17.2
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	340	100.0	22.7	43.8	21.8	11.7	33.4
Disabled	88	100.0	71.8	21.2	4.7	2.4	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	428	100.0	33.1	39.1	18.2	9.7	27.9
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	422	100.0	32.5	39.3	18.4	9.8	28.2
Socio-Economic Status							
Subsidized meals	233	100.0	43.9	36.8	13.7	5.7	19.3
Full-pay meals	195	100.0	21.1	41.6	23.2	14.2	37.4

Social Studies							
All Students	428	100.0	19.9	42.3	22.4	15.4	37.8
Gender							
Male	211	100.0	22.4	40.8	21.4	15.3	36.7
Female	217	100.0	17.5	43.7	23.3	15.5	38.8
Racial/Ethnic Group							
White	307	100.0	15.0	41.6	24.1	19.2	43.4
African American	103	100.0	33.3	45.5	16.2	5.1	21.2
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	340	100.0	10.4	43.5	26.8	19.2	46.1
Disabled	88	100.0	55.3	37.6	5.9	1.2	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	428	100.0	19.9	42.3	22.4	15.4	37.8
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	422	100.0	19.6	42.3	22.4	15.6	38.0
Socio-Economic Status							
Subsidized meals	233	100.0	28.8	39.6	21.7	9.9	31.6
Full-pay meals	195	100.0	10.0	45.3	23.2	21.6	44.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	83	98.8	19.5	26.8	46.3	7.3	53.7
	4	106	99.1	33.7	41.3	25.0	N/A	25.0
	5	96	100.0	22.9	56.3	20.8	N/A	20.8
	6	96	100.0	25.3	49.5	22.1	3.2	25.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	118	100.0	18.3	34.9	38.5	8.3	46.8
	4	95	100.0	26.1	41.3	30.4	2.2	32.6
	5	113	100.0	23.8	46.7	27.6	1.9	29.5
	6	102	100.0	17.7	55.2	25.0	2.1	27.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	83	100.0	19.3	38.6	34.9	7.2	42.2
	4	106	99.1	31.7	51.9	13.5	2.9	16.3
	5	96	100.0	15.6	53.1	21.9	9.4	31.3
	6	96	100.0	18.9	46.3	26.3	8.4	34.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	118	100.0	11.0	59.6	20.2	9.2	29.4
	4	95	100.0	23.9	48.9	21.7	5.4	27.2
	5	113	100.0	25.7	48.6	17.1	8.6	25.7
	6	102	100.0	8.3	45.8	29.2	16.7	45.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	118	100.0	22.9	51.4	18.3	7.3	25.7
	4	95	100.0	38.0	39.1	15.2	7.6	22.8
	5	113	100.0	38.1	28.6	21.0	12.4	33.3
	6	102	100.0	34.4	36.5	17.7	11.5	29.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	118	100.0	6.4	36.7	26.6	30.3	56.9
	4	95	100.0	15.2	50.0	25.0	9.8	34.8
	5	113	100.0	30.5	38.1	23.8	7.6	31.4
	6	102	100.0	28.1	45.8	13.5	12.5	26.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 730)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.1%	Down from 1.2%	3.0%	3.0%
Attendance rate	96.3%	Down from 99.3%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.9%	Up from 5.6%	4.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.1%	Up from 2.6%	3.5%	3.2%
Eligible for gifted and talented	16.6%	Down from 20.7%	14.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.5%	Up from 8.8%	9.1%	8.2%
Older than usual for grade	0.3%	Up from 0.0%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 54)				
Teachers with advanced degrees	68.5%	Up from 50.9%	53.3%	52.6%
Continuing contract teachers	88.9%	Down from 92.5%	86.1%	83.3%
Highly qualified teachers	86.5%	Down from 97.3%	92.9%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	95.4%	Up from 93.2%	88.3%	87.0%
Teacher attendance rate	95.3%	Down from 96.5%	95.1%	95.0%
Average teacher salary	\$44,537	Up 6.6%	\$41,747	\$41,703
Prof. development days/teacher	13.0 days	Up from 9.2 days	13.1 days	12.8 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 19.0 to 1	19.1 to 1	18.8 to 1
Prime instructional time	90.9%	Down from 95.3%	89.8%	89.8%
Dollars spent per pupil*	\$6,528	Down 0.5%	\$6,095	\$6,242
Percent of expenditures for teacher salaries*	64.3%	Up from 59.7%	66.5%	65.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	96.6%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	85.7%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Students and faculty at Inman Elementary School lassoed learning as this year's theme, "The Wild West Comes Alive in 2004-2005," was incorporated into standards based activities across all content areas and grade levels. Staff development, centered on data analysis and targeted specific areas of strengths and weaknesses. An effort was made to move from random acts of improvement to more focus on improvements that benefit all students.

Instructional strategies were more aligned to best practices through the addition of a literacy coach in the primary grades and a math coach funded by a SDE Math and Science Unit grant. Students were actively engaged in science discovery in our Nature's Neighborhood outdoor exploratory classroom and our Eagles' Path Nature Trail. "Math Trails" were designed throughout the school to motivate participation in hands-on learning to provide a more thorough understanding of math concepts. We are fortunate to have received a 21st Century Learning Community Grant to provide an after-school and summer program to assist in meeting the academic, social, emotional, and physical needs of qualifying students.

Students have increased time spent conducting research through technology and prepared presentations using power point and other technology resources. Smart boards have provided an additional resource to teachers and students. Time spent reading has increased with the implementation of the computerized accelerated reader (AR) reading incentive program.

Class meetings were implemented regularly school-wide to encourage a more positive focus on conflict resolution and to build community within each classroom. Our guidance program was restructured to include more small group and individual meetings with our guidance counselors. All students were involved in our "Character Counts" incentive program incorporating character development across the curriculum. AmeriCorp and other business/community mentors and volunteers assisted students throughout the year in all grade levels.

Our mission is "to prepare students to become successful, innovative, responsible citizens and future leaders in a rapidly changing society through quality education encompassing home, school, and community." We look forward to your continued support in achieving this goal.

Beth Young, Principal
Wright Gaines, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	52	97	77
Percent satisfied with learning environment	92.3%	81.4%	90.4%
Percent satisfied with social and physical environment	96.2%	86.6%	93.2%
Percent satisfied with school-home relations	96.2%	90.7%	70.3%

*Only students at the highest elementary school grade level at this school and their parents were included.